



Reading First *Lighthouse School*

Huachuca City School Tombstone District

Principal: Tom Yarborough

Coach: Gail Bennett

Leadership:

- The principal has worked to have positive relationships among the staff and with the reading coach, which has fostered a supportive attitude throughout the school.
- The principal calendars Reading Leadership Team Meetings in advance of the dates.
- The principal does regular observations and provides feedback to the teachers as he consistently emphasizes the importance of modeling, high student engagement, and differentiated instruction in small flexible groups.
- The principal requires all teachers to do their own progress monitoring so they are aware of student needs and student progress.
- The principal is implementing Reading First practices with the upper grades.

Assessment:

- All K-3 students know their personal reading benchmark goals and they have charts that track their progress.
- DIBELS data is displayed on data boards and often referred to by teachers, interventionist, coach and the principal. This school has consistently ranked high in comparison to other Reading First Schools.
- Phonics screeners have been completed for all k-3 students and differentiated small group instruction is taking place according to student needs.
- They use the "survey level down" process and monitor instructional changes based on the graphs on the progress monitoring booklets.

Instruction:

- Direct, explicit instruction has come a long way, and the principal and coach continue to emphasize modeling and high student engagement.
- New teachers have opportunities to observe veteran Reading First teachers.
- Objectives are posted in student friendly terms and used by the teachers during instruction.
- For the first semester, they instituted a kindergarten walk-to-read format utilizing classroom teachers, interventionist, and instructional aides to handle the many students that needed interventions.
- Tiers I, II, and III interventions are provided for all students in need. The interventionist records attendance and collaborates with the teachers.

Communication:

- The reading coach is knowledgeable of how to promote best practices and works well with the teachers.

- The principal and coach document their regular meetings together with signed agendas and action plans.
- The coach oversees the grouping of students with similar needs.
- The principal and coach formally meet to monitor action plans and student progress.
- The SRS prepares a monthly action plan including all the priorities from the Monthly Report and the principal and coach regularly refer to these priorities.